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REPORT
OF THE SELECTMEN OF THE
TOWN OF CROYDON,

FOR THE
YEAR ENDING MARCH, 1855.

DISBURSEMENTS.

Paid for the support of Schools:—

District No. 1.	Paid Ephraim Nelson,	75 62
2.	Nathan Hall,	149 78
3.	William Darling,	77 07
4.	Alfred Cutting,	30 54
5.	William Hall,	37 81
6.	Gilman Stockwill,	26 18
7.	Moses Metcalf,	8 73
8.	Luke Paul,	4 36
9.	Shepherd H. Cutting,	5 82
10.	Coffren Patten,	18 90
	S. B. Rowell,	1 45
		<hr/> 436 26

Paid, as follows:—

State Tax,	168 70	
County Tax,	146 42	
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NEW HAMPSHIRE
STATE LIBRARY

Geo. H. Hubbard, support of Teachers' Institute,	10 85	
Nathan Hall, enrolling and returning soldiers,	2 50	
Nathan Hall, money paid D. D. Marsh, for returning births and deaths,	80	
Daniel R. Hall & Co. for freight on rifles,	2 00	
William C. Allen, enrolling and returning soldiers,	2 50	18 65
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Ephraim Nelson, opening 5 graves,	6 00	
Hiram Kempton, " 6 "	7 50	
Simon Ames, " 1 "	1 00	14 50
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Samuel E. George, 4 Coffins,	17 00	
David W. Fry, 1 Coffin,	4 50	
John Cooper, tolling bell,	4 75	26 25
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Lemuel P. Cooper, support of William Allen and wife, and clothing for same,	156 00	
Ruel Durkee, support of Lydia Harding,	46 16	
Levi Winter, support of T. Winter and wife,	60 00	
Moses Metcalf, support of John Hyde in part,	30 00	
Benj. Barton, support Eugene & Mary Kinnerson,	85 89	
Hiram Clark, support of N. Clark and wife,	125 00	503 05
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Joseph Crocker, support of Mrs. Bartlett,	54 37	
Daniel R. Hall & Co. grave clothes Mrs. Bartlett,	2 32	
Joseph Crocker, support of Ellen Kinnerson,	30 00	
Joseph Crocker, keeping Hannah Chase,	1 50	
D. D. Marsh, support of Pierce Emerson,	62 50	
Daniel R. Hall & Co. grave clothes P. Emerson,	2 73	
David W. Fry, support David Fry and wife,	18 00	
David W. Fry, robe for David Fry,	1 65	
David W. Fry, 1 pr. shoes for Mrs. L. Fry,	1 25	
John Barton, support of Lucy Fry,	24 00	
James Pollard, support of Lucy Fry,	36 50	
Simon Ames, support David Fry 3 days,	1 50	
Simon Ames, support of Livera Chase and child,	19 24	
Cyntha Rawson, support Livera Chase and child,	30 76	
S. Fletcher, support Ezra Coburn, Lucia Freeman,	77 50	
Peter Barton, support of Joel Chase 2 weeks,	2 13	
Peter Barton, support of P. Emerson 2 1-2 days,	87	
Louisa Emerson, support of Lovina Emerson from 12th Dec. 1854 to 12th Feb. 1855,	18 00	
Daniel and Obed Q. Elliot, on an obligation to support Olive Elliot,	40 00	
Daniel R. Hall & Co. robe for E. Coburn,	1 73	426 55
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Daniel R. Hall & Co. 1 pr. mittens E. Coburn,	1 08	
" 8 yds. sheeting for Mrs. Fry,	80	
" 6 yds. sheeting Miss Freeman,	60	
" 1 pr. shoes Kinnerson child,	75	
" cloth for E. Coburn,	31	
John Putnam, for Samuel Foss : 1-2 bu. wheat,	1 00 ;	
1-2 bu. corn, 50 ; 1-2 lb. tea, 29 ; 2 doz. crackers,		
14 ; 2 lbs. candles, 33,	2 26	
		5 80
D. D. Marsh, for visits 4 and medicine for Eugene and Mary Kinnerson,	2 00	
D. D. Marsh, medicine for Wm. Allen,	1 00	
" 7 visits and medicine Mrs. Bartlett,	4 75	
" 5 visits and medicine L. Freeman,	3 00	
" 2 visits and medicine L. Chase,	1 50	
" 2 visits and medicine P. Emerson,	1 00	
" 2 visits and medicine E. Coburn,	1 50	
" 4 visits and medicine Mrs. Fry,	3 00	
		17 75
Williams Barton, medicine for P. Emerson,	50	
" medicine for Joel Chase,	50	
" visit and medicine for L. Barton,	75	
" 9 visits & med. Wm. Allen & wife,	5 48	
" medicine for David Fry,	25	
" 5 visits and medicine Mrs. Foss,	2 50	
" 1 visit and medicine N. Clark,	75	
" 4 visits and medicine L. Hardy,	2 00	
		12 73
D. D. Marsh for money expended repairing high- way near E. H. Brown's,	20 00	
John Putnam, money expended repairing highway from E. H. Brown's by P. Barton's to Cornish l.	28 00	
Caleb L. Barton, for repairing road on mountain,	10 00	
Peter Barton, 200 feet plank for bridges,	2 00	
Libbeas Heath, for repairing bridges,	2 00	
Paul Jacobs, for repairing bridge,	2 00	
Alvah Paul, plank for bridges,	1 50	
Nathan Hall, plank for bridges,	3 50	
D. D. Marsh, 900 feet plank for bridges,	9 00	
Kimball Loverin, plank for bridge,	20	
Moses Metcalf, plank for bridge,	50	
		78 70
John Barton, for breaking road on mountain,	2 00	
John A. Barton, for breaking road on mountain,	3 50	
Richard R. Hutchinson, damages sustained in con- sequence of deep snow on the mountain,	2 00	
		7 50

ABATEMENT OF TAXES.

1853.	Nathaniel E. Bears,	2 45	
1854.	Charles Carroll,	2 05	
1854.	James Carroll,	1 92	
1853.	Isaac Goward,	8 71	
1854.	Isaac Goward,	8 56	
1854.	Samuel Morse,	1 92	
1853.	Ebenezer Mitchell,	1 77	
1854.	Levi Nelson,	1 03	
1854.	Abijah Powers,	1 92	
1854.	Noah Withington,	1 92	
1854.	Susan Humphry,	2 20	
1854.	Cyrus Barton,	2 40	
1854.	Benj. Barton,	29	
1854.	Rachael Partridge,	2 40	
1854.	Anna Blanchard,	2 72	
1854.	Samuel Peverly,	1 92	
1854.	John G. Putnam,	3 20	
1854.	Nathan C. Kempton,	1 92	
1853.	N. W. Brown, non-resident highway tax paid in labor,	1 59	
1854.	Z. Goldthwait, do.	2 41	
			53 30
	John Thrasher, for perambulating town line,	2 25	
	John Putnam, for perambulating town line 1 day,	1 50	
	D. D. Marsh, perambulating town line 2 days,	3 00	
	Caleb L. Barton, perambulating town line 1 day,	1 50	
	Edmund Burke, fees in pauper and road cases,	9 00	
	Samuel Morse, fees in road case,	5 00	
			22 25
	Nathan Hall, for services as Town Clerk,	10 50	
	John Cooper, services as Sup. School Committee,	15 00	
	Daniel R. Hall, services as Collector,	15 00	
	John Putnam, services as Selectman,	30 00	
	Dellavan D. Marsh, services as Selectman,	30 00	
	Caleb L. Barton, services as Selectman,	15 00	
	John Putnam, for stationery, blanks, &c.	1 50	
			117 00
	Sugar River Bank, note and interest,	621 60	
	Ruel Durkee, note and interest given on settlement with town last year,	51 81	
	Sugar River Bank, interest on note due from town of Croydon, given March 5, '55, of \$325,	5 00	
			678 41
	Total amount paid out,		\$ 2733 82

The Selectmen have credited the Town, for the year ending March, 1855, as follows:—

By a list of taxes assessed in April last,	2302 76
Literary Fund,	49 03
Interest on School notes,	61 28

Total Receipts,	\$2413 07
Leaving a balance against the town,	320 75

Which is respectfully submitted, by

JOHN PUTNAM,	} <i>Selectmen</i>
DELLAVAN D. MARSH,	
CALEB L. BARTON.	
	<i>of</i>
	<i>Croydon.</i>



ABSTRACT

OF THE

REPORT OF THE SUPERINTENDING SCHOOL COMMITTEE OF CROYDON,—MARCH, 1855.

In making his Third Annual Report, your Committee will, in the first place, give a *Tabular* statement, followed by some remarks respecting the present condition of your Schools; and, in the second place, he will offer some suggestions relative to common school education.

No. of District.	Terms—1 representing the summer and 2 the winter term.	Names of Teachers.	Length of School, in weeks.	Number between 4 and 14 years, not attending anywhere.	Average attendance.	Whole number of pupils.	Number between 14 and 21 years, unable to read and write.	Wages per month.	Amount contributed.
1	1	Miss Myra A. Powers,	5	3	25	44	0	6 00	
	2	Mr. Elihu F. Chase,	10	0	25			17 00	
	1	Miss M. Nettie Jewett,	11	0	41			10 00	
2	1	Miss Augusta M. Cooper,	9 1-2	0	28	79	0	10 00	
	2	Mr. Myron H. Bass,	9 1-2	0	29			20 00	
3	1	Miss Harriet Humphry,	8	0	30			6 00	
	2	Mr. Sherman Cooper,							
4	2	Miss H. Augusta Baker,							
5	1	Miss Mary E. Crosby,	8	0	13	24		4 00	8 00
	2	Mr. Addison A. Powers,	10	5	19			10 00	15 00
6	1	Miss Nancy A. Powers,	6	3	15	22	2	5 00	7 50
	2	Miss Amanda M. Carroll,	9	0	13			8 00	11 25

In a literary point of view, your schools, as compared with those of last year, have fully maintained their standing. Some have done better than others; but none have proved failures—none have fallen below mediocrity. As comparisons usually seem invidious, especially, where all have done so well, no attempt will be made to point out the excellences or defects of any particular school. It may be proper, however, to state that the writer is mainly indebted to common report for information respecting the summer term in District No. 3; for, owing to the remissness of those, on whom the duty rested, he received no notice when that school was to close, and consequently had no opportunity of ascertaining the progress and attainments of the pupils.

It is of the utmost importance that those having charge of our schools, should be well qualified to give instruction in the *rudimental* branches. In the examination of teachers, much importance was attached to the studies, named in the Statutes, particularly reading, including pronunciation, the pauses and inflections; and no certificate was granted, unless the recipient was deemed thoroughly versed in the elements.

At the commencement of a school, your Committee endeavored to ascertain the standing of the pupils, their classification, and the studies they were intending to pursue; while such suggestions were made as the case seemed to require. The evils of truancy were pointed out, the advantages of discipline and subordination alluded to, while particular attention to primary studies, especially reading and spelling, was earnestly recommended.

Our common schools are designed principally to teach reading, spelling, writing, geography, arithmetic and English grammar; and these should usually be the only branches taught, because, as a general thing, the teacher has no time to teach these thoroughly and attend to anything else. If in addition to the branches already named, several higher ones are introduced, so little time can be devoted to each that nothing can be learned properly and permanently. To teach a lesson thoroughly, half an hour, at least, should be devoted to its recitation; but where a multiplicity of studies are pursued, and some of them, too, in the higher branches, the teacher is obliged to hurry over them, devoting but a few minutes to each. The inevitable consequence of such a course is, the pupils will fill their minds with a crude mass of terms, which will prove of no use to them in after life.

Reading is the most important branch of study, because it underlies every other. Every part of science is in a measure sealed against the man who is unable to read. He lives in mental darkness, groping his way through life in ignorance of almost all that can ennoble man and raise him above the brutes that perish. But important as reading is, it has been too much neglected. It should be made a *principal* study. All scholars, advanced beyond their *abs*, should study their reading lesson. The best reader even, cannot omit it with impunity; for no one can properly modulate his voice, unless the lesson is familiar to him. The lesson should be carefully studied and the meaning of the author well understood, that the inflections may be marked—at least in the mind.

Orthepy should be attended to in connection with reading. Pupils should not depend solely upon oral instruction in the pronunciation of words: but every scholar using Town's 4th Reader, should be provided with Webster's Academic Dictionary, and taught the use of it. No reading lesson should be considered thoroughly studied, until every difficult word has been looked out and its pronunciation ascertained.

Orthography is a very important branch to be taught in our schools. The spelling book is, perhaps, the most important text-book in our schools, except the Bible—the first to be taken up, the last that should be laid aside. No one can be considered a finished scholar, unless he is well acquainted with the orthography of the words in common use. But how few of the graduates of our district schools can write even a business letter of a few lines only, without disfiguring it with false spelling.

Two causes have operated to produce this radical defect in our common school education. One is, the *little time which has been devoted to spelling*. The orthography of our language is very irregular and difficult to learn, and requires long and diligent study before it can be mastered. But it has seldom received that attention which its importance demands. Other studies have nearly crowded it out of our schools, allowing to occupy but a small fragment of time.

The other cause of poor spelling is, the *imperfect manner in which it has usually been taught*. The stereotyped exercise of spelling orally the words of a lesson as they are pronounced by the teacher, will rarely make a good speller. A pupil may spell correctly the words of a table; but, parrot-like, he will spell by rote, without attaching any ideas to the words. If called upon to write a theme, he will often sadly mis-spell. In order to make the spelling exercise profitable, it is necessary to break in upon the hackneyed practice of spelling orally. This may be done in various ways. One is, for each member of a class to write successively a number of words on the blackboard, for the correction of the class; another is, for the members of the grammar class to write compositions, for the criticism of the teacher. Some teachers practice still another method with success. A number of words from the reading lesson are pronounced to a class, to be written on slates; then each member of the class is called upon to spell orally the words as written on his or her slate. The writer derives invaluable aid in correcting his own bad spelling, by pursuing yet another course, where writing letters and other compositions, the orthography of every doubtful word was settled by consulting a dictionary.

Advantages may be derived both from spelling orally and from writing out the words. The former method, by the rapidity with which words may be pronounced and spelled, enables the teacher in a few minutes to hear a long lesson; while the latter, by practically applying the lesson, has a tendency to rivet the attention and impress the orthography of the words written, indelibly on the memory. It is recommended that all of the methods above named, be practiced more or less in our schools, as circumstances may require, that an interest may be awakened, commensurate to the importance of the subject.

Writing is another branch of popular education, which, at the present day receives too little attention in our schools. Some parents and teachers wish to exclude it from our

schools altogether, from a mistaken notion that it can be better taught in the *writing* school. This false impression has, in many instances, been fostered by itinerant writing masters who have boldly asserted that they can teach the greenest tyro to write an elegant hand by giving him twelve lessons of one hour each. Now, accomplished penmanship is the work of time—the fruit of long continued application. It is a *mechanical art*, and needs as long apprenticeship; as carpentry or shoemaking, before one becomes an adept in it. As some can learn a mechanical trade easier than others, so some are easier than others in learning to write; but none can learn it in a day.

It is not intended here to depreciate the writing school when taught by a respectable master. But all of our teachers of penmanship have not sustained this character. Too much money has been sponged out of the people of this town by strolling charlatans, who profess to teach the art of writing. Although it may be well occasionally to patronize a good writing school; still, it should ever be considered an *auxiliary* of the common school. If your children are ever able to write legibly and neatly, they will learn the art principally at our common schools. In the opinion of the writer, children, at an early age, should be employed a portion of their time while at school, in learning to write; and this employment should be continued, under the direction of the teacher, until they leave the district school. Were proper attention bestowed on this subject, your children would generally be able to write a fair and legible hand.

While reading, spelling and writing have generally been somewhat slighted, *mathematical* studies have usually received their full share of attention and sometimes even more. True, there is but little danger of one's becoming too well skilled in mathematics; but that study should never be pursued at the expense of others equally important. The education obtained at our common schools, should ever be symmetrical and well balanced. By the time a pupil has perfectly mastered Colburn's and Adams' arithmetics, he should be an excellent reader and speller, be well versed in geography, should understand the grammatical construction of the English language, and be able to write a fair hand. But usually, this has not been the case. Instead of confining themselves to elementary studies until they become proficient in them, too many, after having passed over the pages of Adams in a cursory manner, take up *algebra*. It is admitted that as soon as a pupil has become well acquainted with the rudimental branches, *algebra* may be studied; but it should be the *elements* only. But some of the pupils in our schools are not satisfied with studying the first principles of that science; for Bourdon's algebra has surreptitiously found its way into one of your schools. It is a work designed exclusively for academies and colleges, and is utterly unfit to be a text-book in our district schools.

In this town a uniformity of class-books has long been a desideratum; and, within a few years, much pains have been taken to effect it. But, unfortunately, quite a variety of unauthorized school books is still found in the hands of your children. Parents and teachers should cooperate and thoroughly expurgate your schools in this respect. Every text-book not recommended by the Board of Education or town committee, should be thrown aside.

JOHN COOPER.

